

THE 

ANNUAL REPORT

OF THE

BOARD OF DIRECTORS

OF THE

PENNSYLVANIA INSTITUTION

FOR THE

DEAF AND DUMB

FOR 1869.

PHILADELPHIA :

PRINTED BY ORDER OF THE CONTRIBUTORS.

1870.

DEAF AND DUMB ALPHABET.

a *a*



b *b*



c *c*



d *d*



e *e*



f *f*



g *g*



h *h*



i *i*



j *j*



k *k*



l *l*



m *m*



n *n*



o *o*



p *p*



q *q*



r *r*



s *s*



t *t*



u *u*



v *v*



w *w*



x *x*



y *y*



z *z*



& *&*



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REPORT.

To the Senate and House of Representatives of the Commonwealth of Pennsylvania, and to the Contributors to the Pennsylvania Institution for the Deaf and Dumb:

It affords the Directors great satisfaction to state that the Institution continues in a flourishing condition. The pupils have enjoyed their usual excellent health. Dr. Biddle, in his report to the Board, says: "The amount of sickness has been small. No serious case, but one has occurred; this was a case of consumption. An epidemic of measles occurred in May, in all forty cases; all recovered." The number of pupils in the Institution on the 1st of January, 1869, was 184; viz, 104 boys and 80 girls. Received during the year, 42; viz., 24 boys, 18 girls. Discharged during the same period, 40; viz, 20 boys, 20 girls; and there remained on the 1st inst, 186; viz., 108 boys, 78 girls. Of this number, 151 are supported by the State of Pennsylvania.

11	"	"	"	New Jersey.
4	"	"	"	Delaware.
18	"	their friends, or by the Institution.		
2	"	John Crozer and John Wright Scholarships.		

The progress of the pupils has been commendable, and the teachers and other officers have discharged their duties in a very satisfactory manner.

Great care is bestowed on the sanitary arrangements of the Institution. A wholesome and nutritious diet is provided for the household, and ample opportunity is afforded to our wards for healthful exercise in the open air; and under the judicious management of our excellent Principal, they enjoy pleasant and instructive mental recreation. Their moral and religious training is carefully attended to, and it is our earnest endeavor to implant in their minds the truths of our holy faith, free from any sectarian bias, and to teach them to fear God and keep his commandments.

The fiscal condition of the Institution is exhibited by the account of the Treasurer, herewith submitted.

The subject of erecting new buildings still claims the consideration of the Board.

Much attention has been given to that of articulation.

Believing that the system of teaching the deaf mute by signs, adopted by de l'Epeé and improved by Sicard, was superior to that of Heiniké, the Directors introduced it into this Institution at its foundation, a half a century ago; and they have had no reason to regret the course then taken. Indeed, experience and observation have confirmed them in their opinion, and they feel themselves sustained by the opinions of Dr. Kitto,¹

¹ Dr. Kitto, *Lost Senses*, pp. 30, 31.—“I am thoroughly persuaded that this mouth-reading must be wholly inadequate to the purposes of real conversation, involving intercourse of the intellect or the imagination.”

Harvey Prindle Peet, LL.D.,² the Rev. Dr. Day,³ Mr. Lewis Weld,⁴ Rev. W. W. Turner,⁵ the Rev. Collins

² "On this head (instruction in articulation) I can but repeat and confirm the views expressed in the able report of the Rev. Geo. E. Day, made to the Board seven years ago. Mr. Day's opportunities for testing thoroughly the results attained in the most celebrated articulating schools were much more extensive than those enjoyed by myself; and to his conclusion (the result of the most thorough and searching examination of those schools perhaps ever made), that instruction in articulation is scarcely ever of decided benefit, except when the faculty of speech has been acquired through the ear, all the observations I was able to make only bring additional confirmation."—*Dr. Peet's Report on European Institutions*, 1852, p. 255.

³ Prof. Day says in his Report, 1845, p. 167.—"The common testimony given by professors, clergymen, and gentlemen in other professions is, 'We cannot understand them.'" On p. 178—"To one-tenth of the whole, instruction in articulation is not given, or if attempted, is a complete failure. Two-tenths succeed, in a modified sense, while seven-tenths are only able to make themselves understood in the articulation of frequently repeated sentences and single words." In regard to lip-reading, he says (p. 182): "On an average, about one-third of the most advanced class, with the aid of the signs employed by the teacher, and the frequent repetition made use of, appear to understand the most of what the instructor says; another third appear to lose a considerable part, while the remainder only seize the most common words, and are much of the time obviously at a loss as to what is going on." In Dr. Day's Report of a second visit to the most important Institutions, made eight years later, he says: "The proportion of deaf mutes who may, with a sufficient expenditure of time and labor, be taught to articulate mechanically, and to read upon the lips, is variously estimated at from one-fifth to one-tenth of the whole number." "The instances of remarkable success are comparatively rare, and in nearly every case conditioned upon the possession of the power of hearing, until an advanced period of childhood. Any attempt to make the teaching of mechanical articulation a part of the general system of deaf mute instruction, would be a deplorable error."—"No new arguments or reasons in favor of teaching deaf mutes to articulate and read upon the lips have been advanced. It is not pretended that recent discoveries or improvements have been made, by which the teaching of articulation to deaf mutes has become easier, or more generally successful than formerly."

⁴ "Such a system does not seem to me to be suited to the taste or the wants of our country. In regard to the former (Germany), I scarcely met with an intelligent person of any rank, even in Germany, who spoke of the articulation of the deaf and dumb with approbation. It was rather with disgust, as a matter very repulsive and disagreeable; and sure I am, it would not be less

Stone,⁶ and President E. M. Gallaudet,⁷ gentlemen, whose large intelligence, great experience, ripe judgment and intimate acquaintance with the subject, justly entitle their opinions to great weight.

The accompanying letter from the gifted Miss Montgomery, a teacher in the New York Institution for the Deaf and Dumb, cannot fail to be read with deep interest.

so, in general, in the United States. Our wants require that all the deaf and dumb of our land should be educated in the best manner, to secure their usefulness and happiness. But how can we afford constantly to devote so many men of intelligence and vigor to the education of each class of four, five, eight, or even ten deaf mute children, as would be required on the German system?"—*Lewis Weld's Report on European Institutions*, 1845, p. 119.

⁵ Rev. W. W. Turner says: "There are many congenital deaf mutes who can be taught to utter a few plain, simple words, especially those whose enunciation is marked and sharp. And second, a few who have some considerable voice, and who are accustomed to make noises, may be taught to use that voice for the enunciation of words and sentences. But, I do believe that the time spent in communicating Articulation to congenital deaf mutes is almost time wasted."—*Proceedings of the National Conference of Principals of Institutions for the Deaf and Dumb*, 1868, p. 69.

⁶ Rev. Collins Stone says: "The instruction of the Deaf and Dumb has now been prosecuted for something more than a hundred years. It has been conducted, in the main, by men distinguished for brilliant talents, sound judgment, and practical skill, as well as for Christian charity. The published treatises on this subject, discussing methods of teaching, theories, and principles of the art; number several hundred, in several different languages. Have the experience, the investigations, the patient labor of a hundred years settled any principles? Taught any lessons? Fixed upon any reliable results? These questions can have but one reply; a reply that can neither be evaded nor ignored. It is the conclusion so often reiterated in these discussions—as the substantial ground we have always occupied—that, while semi-mute and semi-deaf children should be taught articulate speech, the great mass of congenital mutes can never acquire it, or be benefited by it."—*Fifty-third Annual Report of the American Asylum*, page 20.

⁷ President Gallaudet, who, two years ago spent several months in an examination of European schools, says (p. 46): "Three teachers only, of all whom I have consulted, claim success in articulation as attainable by the mass of the deaf mutes, and these admit that experience has not yet sustained their view."

INSTITUTION FOR THE DEAF AND DUMB,
NEW YORK, *November 25th*, 1869.

MR. BARCLAY,

DEAR SIR:—I was very much surprised and flattered at the receipt of your letter asking my “opinion” on the vexed and vexatious question of Articulation. I should not be half a woman if I did not have an opinion on the subject—a very decided one, too—and one that I am in nowise loth to express. It is just this, that special instruction in Articulation, even to the classes you mention (the semi-deaf and semi-mute), is simply special instruction in a very pretty and expensive, and in some rare cases, rather useful accomplishment.

In answer to your other question, whether I prefer the sign or written language to speech, I say most emphatically that I do. Indeed, aside from a reluctance which I cannot overcome, to use my vocal powers, they are so limited, and I speak with so much effort, mental and physical, that beyond a few sentences of commonplace, or a few words in an emergency, I rarely attempt to use my voice, and never succeed in making myself understood. Persons of average quickness of apprehension fail to understand me at all, until they have become familiar with my peculiarities of speech. I do not, in fact, know a single individual with whom I could carry on a conversation of any considerable length, without having recourse to the manual alphabet, or to writing.

Since the receipt of your letter I have inquired of ten semi-mutes, six of whom are employed as teachers here

(the remainder are members of the high class), their preference in this matter, and *nine* unhesitatingly and unequivocally declared that either the manual alphabet or writing was 'more agreeable to them than speech, as a mode of communication ; and that they habitually made use of one or the other of these modes in preference to speech. The tenth was undecided ; but as I know that he very rarely uses his voice when he can get pencil and paper, I think his indecision is more of theory than of fact. All of the ten I have mentioned have as good a command of the voice as I have, and four speak with remarkable ease and distinctness for deaf persons. One, in particular, is a marvel to all her hearing friends on account of the clearness and grace of her enunciation, and yet, in talking with hearing persons who can read from her fingers, she almost invariably makes use of them. This lady is, by those most competent to decide in such a matter, adjudged to speak better than any other deaf person they have ever heard ; and yet in the street or in a shop she finds it almost impossible, often quite so, to make her simplest remarks or inquiries understood.

However distinct the utterance may be made, I doubt if art can ever so supply the lost guidance of the ear, as to make speech to the deaf of any practical value, outside of the immediate circle of family and friends. And when the manual alphabet, which furnishes a sure, rapid, and unobtrusive means of communication can be learned in a few hours, it seems to me, to use the mildest word, extremely *selfish* to require a deaf child to perfect or acquire, by slow and painful effort, a means of communication in which he can, from the very fact

of his deafness, take no real pleasure. And when we consider how much our pupils have to accomplish in the very limited time given them, the question is, not "Is Articulation practicable," but, "Is it right to attempt to teach it."

The Record of Dr. Kitto, in this matter, *Lost Senses*, pp. 20-31, is, in substance, the experience of every semi-mute of my acquaintance. His opinion, should, I think, from the position to which he attained and the peculiar circumstances of his life, have great weight. Becoming totally deaf at the age of twelve, he retained his vocal powers, so far as any deaf person can retain them, and was able to improve them very much by determined and persevering use ; yet on page 111 of the work to which I have referred, he says : "My own present facility of speech stands me in little stead, beyond the walls of my own house. I do not find real occasion for it ten times in a year."

The dear friends who have labored and sacrificed so much for us cannot, by their utmost endeavors, restore to us our lost sense ; and since the same mighty physical convulsion that threw up an impassable barrier to sound turned the spontaneous flow of thought from its natural channel into a new one, let them not, in mistaken kindness, try to force it back to the old, but, as heretofore, endeavor to smooth and widen the new.

I have been constrained to answer your questions at much greater length than I intended, and the fact that the subject is one in which I am greatly interested, must be my excuse. I have been teaching deaf mutes and and semi-mutes with all my might since the day I grad-

uated, and no one, I think, would hail with more delight or adopt with greater zeal any system which gave reasonable promise of broader and deeper culture or increased social facilities for the deaf. This old-new system holds out no such hope ; it has been tried, and it failed.

Hoping that I have not taken up too much of your time, and that you will not attribute my earnestness to a lack of respect for those who differ with me in this matter, but to an impatience that I can hardly control when I see time spent that cannot be regained, and money that is so much needed elsewhere expended in attempts that seem utterly futile.

I am, dear sir,

Very truly yours,

IDA MONTGOMERY.

It may be added that instruction in Articulation has been abandoned in most of the schools in Great Britain, except in the cases of the semi-deaf and semi-mute.

Sensibly alive to whatever is calculated to improve the education of the deaf mute, and aware of the interest taken by the public, the Directors determined to appoint a committee of their own body, and one of their most competent and experienced teachers to visit and examine the schools where Articulation was taught, in Massachusetts, Connecticut, and New York.

In the month of October last, the committee visited the American Asylum, at Hartford, and witnessed the mode of imparting instruction to her pupils in Articulation, adopted by Miss Sweet.

From Hartford the committee went to Northampton, and examined the School for Articulation under the efficient and accomplished Miss Harriet B. Rogers. On their return, the Committee visited the New York Institution for the Deaf and Dumb, and the School under the care of Mr. F. A. Rising.

Instruction is given in Articulation in the New York Institution by the experienced Mr. Engelsman. The Committee speak in high terms of the cordial reception they everywhere met with, and the facilities afforded them in prosecuting their inquiries.—It was nowhere asserted that all deaf mutes were capable of acquiring a knowledge of Articulation. And almost all semi-mutes who can speak, prefer holding conversation by signs or by writing. From all the information the Committee obtained, and their own observation, they came unanimously to the conclusion that the education of deaf mutes is far more general, more thorough, more accurate, and less expensive by signs than by lip-reading; and that very few succeed in holding a conversation of any length by the reading of the lips. But inasmuch as some of the semi-mute and semi-deaf pupils may derive advantage by more systematic instruction in Articulation, than that hitherto adopted, they recommended the employment of a well-qualified teacher for that purpose.

The Board deeming it expedient to adopt any measure which will improve the education of the deaf mutes, directed the Committee on Instruction to nominate a suitable female, as a teacher of Articulation to such of the semi-mutes and semi-deaf as are likely to be benefited by such instruction. The Committee will, no doubt,

promptly make the nomination. A full opportunity will thus be afforded to test the value of the measure.

The Report of the Ladies' Committee is herewith submitted. They are entitled to the thanks of the Contributors as well as those of the Directors, for the continued interest manifested by them in the welfare of the Institution.

It will be seen by this Report that the Ladies' Committee "are more than ever sensible of the great need which exists of extending protecting care and assistance to those pupils of our institution, both boys and girls, who have no home or friends to receive them when their term of instruction here expires."

The accompanying Report of the Principal will amply repay the time spent in its perusal.

The Directors would do injustice to their feelings if they did not pay a tribute of respect to the memory of the venerable Laurent Clerc.

In the year 1816, Mr. Clerc accompanied the Rev. Thomas H. Gallaudet to this country from France, and became a teacher in the American Asylum, and remained connected with that Institution until his resignation, in 1858.

At the request of this Board, and with the consent of that of the American Asylum, Mr. Clerc took temporary charge of the Pennsylvania Institution, in 1821. After remaining here for six months, he returned to Hartford.

His long and valuable services have identified him with the cause of the Deaf and Dumb, and his memory will long be cherished by those who are interested in the success of that cause.

In the Report of Mr. Hutton, a more extended notice will be found of this excellent man.

With the fervent hope that the All-Wise and All-Merciful will guide those entrusted with the management of this noble charity, and watch over their youthful wards, the Directors surrender their trust into the hands of the Contributors.

All of which is respectfully submitted.

GEORGE SHARSWOOD,
President.

JAMES J. BARCLAY,
Secretary.

Philadelphia, January 5, 1870.



REPORT OF THE PRINCIPAL.

To the President and Directors of the

Pennsylvania Institution for the Deaf and Dumb.

GENTLEMEN :—During the year 1869 there were connected with the Institution two hundred and twenty-seven pupils, viz. :—one hundred and twenty-nine boys and ninety-eight girls.

On the first of January, 1869, there were one hundred and eighty-four pupils, viz. :—one hundred and four boys and eighty girls.

There were received during the year forty-two mutes, viz. :—eighteen girls and twenty-four boys.

There left forty mutes, viz. :—twenty boys and twenty girls.

On the first day of January, 1870, there remained one hundred and eighty-six, viz. :—one hundred and eight boys and seventy-eight girls.

Of the whole number of pupils,

151 are supported by the State of Pennsylvania.

11	"	"	State of New Jersey.
4	"	"	State of Delaware.
1 is	"	"	Crozer Scholarship, No. 1.
0 are	"	"	Crozer Scholarship, No. 2.
1 is	"	"	John Wright Scholarship.
18 are	"	"	Institution or their friends.

 186

Those supported by the State of Pennsylvania, are from the following Counties, viz. :

Allegheny,	-	-	-	5	Luzerne,	-	-	-	4
Blair,	-	-	-	5	Lebanon,	-	-	-	4
Beaver,	-	-	-	2	Lancaster,	-	-	-	4
Bedford,	-	-	-	1	Lawrence,	-	-	-	2
Berks,	-	-	-	2	Lehigh,	-	-	-	3
Bucks,	-	-	-	3	Lycoming,	-	-	-	2
Bradford,	-	-	-	6	Mercer,	-	-	-	1
Butler,	-	-	-	1	Monroe,	-	-	-	5
Cambria,	-	-	-	4	Montgomery,	-	-	-	7
Carbon,	-	-	-	2	Mifflin,	-	-	-	2
Centre,	-	-	-	3	Northampton,	-	-	-	4
Columbia,	-	-	-	1	Northumberland,	-	-	-	2
Crawford,	-	-	-	2	Philadelphia,	-	-	-	36
Cumberland,	-	-	-	2	Susquehanna,	-	-	-	2
Clinton,	-	-	-	1	Schuylkill,	-	-	-	5
Dauphin,	-	-	-	2	Somerset,	-	-	-	1
Delaware,	-	-	-	1	Warren,	-	-	-	2
Erie,	-	-	-	3	Wayne,	-	-	-	2
Fayette,	-	-	-	1	Washington,	-	-	-	4
Fulton	-	-	-	1	Westmorland,	-	-	-	1
Franklin,	-	-	-	1	Wyoming,	-	-	-	1
Juniata,	-	-	-	3	York,	-	-	-	5

 Total, 151

Those supported by the State of New Jersey are from the following Counties, viz. :

Atlantic, - - - -	2	Hunterdon, - - - -	1
Burlington, - - - -	2	Salem, - - - -	2
Camden, - - - -	4		

Total, 11

Those supported by the State of Delaware are from New Castle, 3, Kent, 1, total 4.

Of the forty-two mutes admitted in 1869,

Nineteen were born deaf.

One	lost hearing by	Diphtheria, two years of age.
One	" "	Abcess, eighteen months old.
One	" "	Sickness at three years.
One	" "	Spasms, at eight months.
One	" "	Catarrh, at three months.
One	" "	Scarlet Fever, eighteen months.
One	" "	Scarlet Fever, six months.
One	" "	Scarlet Fever, eight days.
One	" "	Scarlet Fever, six years.
One	" "	Scarlet Fever, two years and a half.
One	" "	Scarlet Fever, four years.
One	" "	Scarlet Fever, nine months.
One	" "	Inflammation of Brain, two years.
One	" "	Sickness, at eighteen months.
One	" "	Gathering in Head, eighteen months.
One	" "	Typhoid Fever, two and a half years.
One	" "	Disease of Head, eighteen months.
One	" "	Measles, five years.
One	" "	Measles, two years.
One	" "	Sickness, at four months.
One	" "	Disease at six months.
One	" "	Brain Fever, five years old.
One	" "	Unknown.

Congenital 19, By disease, &c. 22; Unknown 1.

During the year just ended the inmates of the Institution have enjoyed a large measure of health and exemption from disease, considering the number of those who have enjoyed its privileges, its comforts, and its benefits. It pleased, however, the Father of Mercies, in whose hands are the issues of life and of death, to take from our number, Amanda J. Purves, aged sixteen, a mute child of mute parents. She died in the Institution in October, and seemed prepared for the great change.

We have also to record the death of Edward McBride, deaf and dumb, June 21st, 1869, of dropsy, in the fifty-seventh year of his age. After six years instruction, he was employed by the Institution in a useful position, in which he remained for thirty-three years, performing its duties faithfully, with credit to himself and advantage to the Institution.

At the close of the year the sanitary, moral and intellectual condition of the Institution is considerably better than it was at its commencement, giving the cheering prospect of accomplishing more in the coming year than heretofore.

Among the events of the past year, none has produced a greater sensation among educated mutes and those connected with their Institutions, than the death of Laurent Clerc, Esq., referred to in a previous report. Born in France, in 1785, of highly respectable parentage, he died in Hartford, Connecticut, in 1869, in the eighty-fourth year of his age. He lost his hearing at one year old by an accident. At a suitable time he was placed under the care of the Abbe Sicard, in the then

Royal Institution for deaf mutes in Paris. Under his instruction he obtained a sound education and a superior command of language. He was employed as one of the teachers of the higher classes in the Institution.

The Abbe Sicard resolved to deliver a course of lectures in London, on his system of mute instruction, illustrated by the exercises of his pupils Massieu and Clerc. He met with a courteous reception from the nobility and gentlemen of distinction, as a philosopher and philanthropist, although the two countries, England and France, were in the attitude of warlike opposition. The charge of admission was one guinea, which secured the attendance of the higher classes. It was at these lectures that the celebrated answers were given impromptu, as "Hope is the blossom of happiness." "Eternity is the life-time of the Almighty." "Reason is the torch of the mind and judgment its guide." "Man is the master-piece of the Creator." "Gratitude is the memory of the heart."

These are beautiful figures but do not exhibit the development of the reasoning faculties and the command of language manifest in some other answers which are but little known.

Clerc was asked what difference he perceived between reason and judgment. He gave the following answer: "Reason distinguishes us from brutes. It enables us to prefer what is good, and averts us from bad."

"Judgment fixes our minds upon two things, which do not agree together, and leads us to examine them closely. We examine them, we weigh them in the intellectual scales, and we see that of these two things,

one is right and the other is wrong. We of course pronounce in favor of the former, and condemn the latter. This is called judgment."

What is Virtue? "Virtue, in its proper sense, is the efficiency, the vigor, the faculty, the power of acting which exists in all natural bodies according to their qualifications or properties.

"In the figurative sense, virtue is rectitude, integrity, the habit of the soul to do good, and to follow what divine and human laws, as well as reason, dictate."

To the question "Do the Deaf and Dumb think themselves unhappy?" Clerc replied, "He who never had anything, has never lost anything; and he who never lost anything, has nothing to regret. Consequently, the Deaf and Dumb who never heard or spoke, have never lost hearing or speech, therefore cannot lament either the one or the other; and he who has nothing to lament, cannot be unhappy; consequently, the Deaf and Dumb are not unhappy. Besides, it is a great consolation for them to be able to replace hearing by writing, and speech by signs."

An English lady asked Clerc, "Do you love the Abbe Sicard much?" He answered as follows, "Deprived from infancy of the faculty of hearing, and, consequently, of that of speaking, the Deaf and Dumb were condemned to the most wretched state of existence; the Abbe de l'Epee and the Abbe Sicard appeared, and the unfortunate creatures entrusted to their regenerating care are passing from the class of brutes into that of men. You may easily imagine, therefore, how much I love the Abbe Sicard; my heart, my person, my life, all

belong to him. Happy should I be, could I ever express to him the extent of my gratitude."

At one of these lectures Dr. Thos. H. Gallaudet was introduced to the Abbe Sicard, who gave him a cordial invitation to visit his Institution, and promised to afford him every facility for acquiring a knowledge of his system. Subsequently, Dr. Gallaudet visited Paris, and received all the attention from the Abbe Sicard that he had promised to give. He proposed that Mr. Clerc should accompany him to this country, but the Abbe refused his permission for some time, till at length he yielded a reluctant consent. They embarked, and after a long voyage arrived in the United States. During this voyage Mr. Clerc acquired a considerable knowledge of the English language. Soon after their arrival they visited several of the large cities, explaining their object and obtaining subscriptions. They founded what is now the American Asylum, at Hartford, in 1817. In 1820 the Pennsylvania Institution was established, but the Directors becoming dissatisfied with the department of instruction, applied to the Directors of the American Asylum to release Mr. Clerc for a time from his engagement to them, that he might introduce here the system in use in the Hartford Institution. This request was acceded to with reluctance, for his place could not be supplied. However, considering the exigencies of the case, they kindly agreed to part with him for a time. Mr. Clerc soon joined the Institution—in the autumn of 1821. He thoroughly reorganized the department of instruction, introducing the system of the Abbe Sicard, as modified by Dr. Thomas H. Gallaudet. This system has continued in use up to the present time.

Mr. Clerc was received with great politeness and hospitality, introduced into the first society, and treated with great respect. The following spring he returned to Hartford, according to agreement, having done a good work for coming generations. May his memory be ever fresh in the hearts of the Deaf and Dumb. Nearly fifty years after these occurrences he was on a visit to the city and Institution; it happened that the Board of Directors were in session. He expressed a desire to see some of his old friends who had once received him so cordially. He was invited in. After an introduction to the Board, he looked around as if searching for some one to recognize, while his eyes filled with tears, he said in the expressive language of signs, "Not one; the cloud is on my heart, and I am oppressed with sadness. The friends who a long time ago called forth my gratitude, have departed, and are at rest; but my heart still beats for the Deaf and Dumb."

He retired with the sympathy of all. He afterwards found one member of the old Board still living in the vicinity of the city.

In some respects, Mr. Clerc was an extraordinary man. His ability and acquisitions were considerable. Through the greater part of a long life he was the living and skilful exponent of the philosophical system of instruction of that celebrated philanthropist and acute metaphysician, the Abbe Sicard.

The deaf mutes of this Institution and of the whole country are greatly indebted to him, not only for the system of instruction he assisted Dr. Gallaudet to introduce, but for the example of a long life of respectability and usefulness. In the relations of citizen, parent,

instructor, he was exemplary. He was a man of principle. His life was spent in teaching and serving mutes. Cheerful in disposition, social and polite in his habits, courteous in his deportment, and attentive to his religious duties, the end of the good man was peace.

Another year has glided away with all its cares, anxieties, and blessings, and it is natural to hope for still brighter days, and that the labors of the Board, under the guidance of a heavenly hand, may be more abundantly successful than ever before.

Respectfully submitted,

A. B. HUTTON,

Principal.

January 1, 1870.

ANNUAL REPORT

OF THE

LADIES' COMMITTEE.

To the President and Directors of the
Pennsylvania Institution for the Deaf and Dumb.

The Ladies' Committee desire to express their heart-felt sorrow and sense of great loss in the death of their beloved friend and associate, Mrs. John R. Latimer. Her long life was filled with deeds of active kindness, and her loving and sympathetic nature shone forth at every moment, making her presence a blessing, her life a most beautiful example.

The past year has been one of remarkable tranquility and comfort, within the walls of our Institution. Few cases of illness have occurred among our many inmates; our excellent officers have been able to continue without intermission, their faithful and judicious care of the moral, physical, and mental well being of the pupils intrusted to them; in whose steady improvement they have had the gratification of seeing the abundant fruit of their labors.

The Ladies' Committee are more than ever sensible of the great need which exists of extending protecting care and assistance to those pupils of our Institution, both boys and girls, who have no home nor friends to receive them, when their terms of instruction here expire. The Committee are now arranging a plan to aid homeless deaf mutes, and hope to obtain money for a permanent fund of which the interest, with annual subscriptions, will enable them to do much good. They propose to give help to those needing it, by obtaining for them safe and suitable situations at trades or in families; and by giving them requisite advice, assistance, or support in case of trouble or sickness.

And now, with strong assurance that He, who careth for every creature of His hand, will bless all efforts for the good of His afflicted children, we commit to His watchful love the interest of those now silent ones, who will, we trust, in another life, hear His voice and sing His praise.

In behalf of the Ladies' Committee.

Very respectfully,

EMMA H. C. LEWIS,

Secretary.

Philadelphia, December 31st, 1869.

FOR RECEIPTS AND PAYMENTS FROM JANUARY 1, TO DECEMBER 31, 1869.

The Pennsylvania Institution for the Deaf and Dumb, in Account with S. WEIR LEWIS, Treasurer.

Dr.

Cr.

1869. Dec. 31.	Dolls.	C.	1869. Jan. 1. Dec. 31.	Dolls.	C.
To Cash paid to this date, viz: Family Expenses, Provisions, Clothing, &c..... Salaries..... Repairs to Fences, Painting, and new Veranda..... Attorney Fees in Suits..... Balling at Lafayette Cemetery..... Amount returned State of New Jersey for Pupils..... Bonds and Mortgages..... Balance due the Institution.....	\$20,161 18,546 864 30 48 35 9,000 5,667	08 25 25 00 00 00 00 19	By Balance due the Institution..... By Cash received to this date, viz: The State of Pennsylvania, { For } The State of New Jersey, { Indigent } The State of Delaware, { Pupils, } Pay Pupils..... Rent of Lot, Pino and Fifteenth Streets..... Interest, Contributions, and Life Subscriptions..... Legacy of Joseph R. Ingersoll..... Legacy of Mrs. Ann Hertzog..... Legacy of Churchill Houston (additional)..... Legacy of Miss Margaret Latimer..... Income of the Crozer Scholarship Fund, No. 1..... Income of the Crozer Scholarship Fund, No. 2..... Income of the Crozer Building Fund..... Income of the J. Wright Scholarship Fund.....	\$5,178 35,007 2,968 1,250 4,409 400 8,309 446 3,126 1,593 513 204 254 487 204	00 79 43 00 39 00 01 50 44 30 38 00 01 52 00
	\$64,351	77	By Balance brought down.....	\$64,351	77
				\$5,667	19

Examined and found correct.

E. E.

Philadelphia, January 1. 1870.

WM. WELSH,
JOHN FARNUM, } Committee.
JNO. ASHURST,

S. WEIR LEWIS,
Treasurer.

APPENDIX.

TERMS OF ADMISSION.

By a rule of the Institution, deaf and dumb children are not received under ten years of age.

The annual charge is two hundred and fifty dollars, for which sum everything necessary is provided, including the usual clothing of the Institution, boarding, lodging, washing, tuition, stationery and medical attendance. When clothing is supplied by the parents, two hundred and ten dollars a year are charged.

No deduction is made for vacation. Fractional parts of any year will be charged at the rate of twenty-five dollars per month.

The schools are closed on the *last Wednesday of June*, and are reopened on the *first Wednesday of September*, at which time all the pupils are required to be in attendance. It cannot be expected that the progress of a whole class should be retarded on account of a pupil who joins it after its formation.

Payments are expected to be made in advance, every six months.

Parents are particularly requested not to withdraw their children *before* the vacation has commenced, nor to retain them *after* it has ended.

It is very desirable that the deaf and dumb should be taught to form letters with a pen or pencil, and, if possible, to write the names of common objects, before they are sent to the Institution.

This can be done without much difficulty, and will save much valuable time.

STATE OF PENNSYLVANIA.

Applicants for the bounty of the Commonwealth of Pennsylvania must be between the ages of ten and twenty years; and, before they can be admitted, satisfactory evidence must be furnished, from respectable persons of their neighborhood, of the pecuniary inability of the parents, and of the good natural intellect of the child, and its freedom from any constitutional malady that might incapacitate it for instruction.

On application to the Principal of the Deaf and Dumb Institution, Philadelphia, by letter or otherwise, a paper with printed questions and blank spaces for answers, will be forwarded. After the paper has been filled out, it must be returned to the Institution. The applicant will soon be informed of the result of the application.

The number of pupils on the State fund is limited; new pupils can only be admitted when vacancies occur. The term allowed is six years.

STATE OF NEW JERSEY.

Application for the bounty of the State of New Jersey must be made by the Governor, "accompanied by the certificate of any two respectable individuals, attested before a magistrate, to the age, circumstances and capacity of the deaf mute in whose behalf the application is made." The term allowed is six years.

STATE OF DELAWARE.

Application for the bounty of the State of Delaware must be made to the Associate Judges of the State. The term allowed is six years.

QUESTIONS.

The applications for the admission of deaf mutes should be accompanied by written answers to the following questions :

What is the name of the child? (Mention the whole of its name.)

What is the age of the child? (Mention the year, month, day, and place of birth.)

What are the names of the parents, and where do they reside? (Mention the County and nearest Post Office.)

What are the names of the brothers and sisters of the child?

Are any of them deaf and dumb?

Are any of the connections of the family deaf and dumb, or is it known that there have been any deaf and dumb, either on the father's or mother's side, in the line of their ancestors?

Has the child had the small-pox or been vaccinated?

Has it had the scarlet fever, measles, or whooping cough?

Was it born deaf, or did it lose its hearing by sickness or disease? If so, how and at what age?

Was there any relationship between parents before marriage?

SUBSCRIPTIONS, DONATIONS, BEQUESTS.

Life Subscription,	-	-	-	-	-	-	-	\$20 00
Annual Subscription,	-	-	-	-	-	-	-	2 00

Received by any member of the Board of Directors.

Donations to the Library, of Books, Maps, Pictures, &c., and to the Cabinet, of Apparatus, Specimens, Curiosities of Nature and Art, will be received at the Institution.

SCHOLARSHIP.

A Donation or Bequest of \$5,000 will found a Scholarship, which shall bear the donor's, or such other name as he may designate.

FORM OF A DEVISE OR BEQUEST.

I give, devise, and bequeath to "The Pennsylvania Institution for the Deaf and Dumb," &c.

DONATIONS HAVE BEEN RECEIVED FROM

J. J. Barelay, Engravings and Books.

L. A. Godey, Lady's Book and Engravings.

T. S. Arthur, Home Magazine and Engravings.

James W. Queen, Interesting Curiosities from various parts of the world.

H. J. Lombaert, Photographs.

A Friend of the Institution, Pictures.

Mrs. Serena De Courey, Specimens of Glass-blowing.

COMPOSITIONS.

These specimens are believed to be the genuine, uncorrected productions of mutes in different stages of instruction. To the inquiring mind it will be interesting to see the struggles of the mute intellect in its efforts to express thought.

The compositions of mutes are not satisfactory tests of the acquirements of the pupil, or the skill of the instructor. They are, however, the best evidence we can present in print, of the practicability of educating the Deaf and Dumb.

THE BLUE BONNET.

A lady lived in New York. She went into the store. She saw a blue bonnet and liked. She bought it. She took the dollars out of her pocket and gave them to the lady. The lady put the blue bonnet in the newspaper. She went into the house. She sat on the chairs. The cars came into the house. Many ladies and many gentlemen went to the cars. They sat their lounges. The cars ran fast. The lady went home. She carried the blue bonnet to her house. She knocked at the door. Her mother opened the door. She put the blue bonnet on her head. She showed it to mother. She put it in the box. Do you wish you had a blue bonnet?

C. M. C.;

Semi-mute—deaf at 4 years old—in school 1 year., 2 months—aged 11 years.

THE POOR GOOSE.

Some years ago a boy lived in the City. One day he went to the river. He saw a goose swim in the water. He took a stone. He threw it. He did not hit the goose. He took another stone and he threw it at the goose. The goose was dead and fell into the water. He took off his hat and boots and put them on the ground. He went to the goose & took it. He came with it to the ground and put it on the ground. He put on his boots and hat. He carried it home. He showed it to his mother. She told the boy to pull the feathers. He did so. He gave the goose to her. She cooked it. The family ate it up. They said it was very sweet.

JANETTE.

A semi-mute—lost hearing at 7 years old—can talk some—aged 12. Under instruction a little over one year.

THE BIRD'S NEST.

Some years ago a boy lived in the country. He walked in the woods. He saw a nest on a tree. He climbed the tree. He saw some eggs in the nest. He stole them and put them in his hat. He came down. He carried the eggs to his house. He knocked at the door. The servant came to the door and opened it. He went into his parlor. She asked what the boy. She went to his Father. His father was very angry and scolded to him because he thief. His father despised his thief and was troubled because poor bird lost eggs. The boy cried and sorry. Never robber a bird again.

ANNIE

Aged 11—two years in school—born deaf.

THE BAD SNAKE.

Many years ago a rich gentlemen lived in Delaware. He walked in the woods. He was very happy. He saw a large rattlesnake. He was very afraid. He looked at him. He was

very pale. The rattlesnake came to him and caught him. He coiled around his body. The gentleman screamed very much and soon he dead. The rattlesnake swallow him. It went away. His wife was desired (anxious) She believed he alive or dead. She told some men about her gentleman. They went into the woods and sought him and found him. They went into the house. Another man told his wife about the gentleman. She cried. She very sorry. The man went away. His wife was alone.

ELIZA

Aged eleven—lost hearing at 3 years—in school one year and two months.

ABOUT A DRUNKEN HUNTER.

Several years ago there was a hunter dwelling in Virginia. He had a large dog. It got sick and died. He was very sorry. He worked in a carpenter shop. In a few days he did not like it, but loved to go a hunting. He left it and went home. One night he went into a store and bought a bag of powder and another bag of shot and carried them home. His wife asked him why he brought them home. He said that he was going a hunting next morning. She said that the bad animals would kill him. He said that he would keep sharp on them. In the morning he wore his long speckled stockings and shoes and took his gun, and the bag of powder and the other bag of shot. He went into a tavern and bought a bottle of whiskey and walked in the woods for a long time. By and by, he got very tired and drank the whiskey and became intoxicated and lay by the tree and put his legs over a log and slept. The another hunter approached him and thought he saw two speckled snakes on the log and shot at the drunken hunter. The shot hit his foot. The drunken hunter opened his eyes and shook his leg and screamed very loud. The other hunter ran to him and saw the man and said that he thought that his legs were the snakes. He carried him to the house and attended him, but could not cure him. He called a doctor who sawed his foot off and tied a small stick to his leg. The doctor went away. The hunter staid in the house

for a few months. His wife cried and thought that her husband was killed by the animals. by and by her husband got well and came home. She was very glad to see him and wept over him. He never went a hunting in a woods again but he worked in a carpenter shop.

THEODORE.

Aged 13—lost hearing at 5½—in school 2 years and 2 months.

THE WEDDING OF A CAT AND DOG.

It is funny to write about a dog and a cat. Formerly a dog lived in the country whose name was Carl. He was lonesome because he did not live with his friends at home. He wished to marry a cat whose name was Tabby. He determined to ask Tabby, if she would like to marry him. One day he went to the fathers place and saw Tabby working for her mother. He sometimes talked with her and asked her if she would marry him. Tabby said yes. She would like to marry him. She asked him if he worked much. Carl said yes he did so. Tabby asked him if he had some cows, sheep and hogs. He said yes Miss. She told him that she felt very glad to have many things. She told him that he ought not to be a drunkard. He promised that he would never be a drunkard because he was afraid to spend all his money for whiskey. He said he must save his money. I think he will become rich. One day he and Tabby went to the church and were married. Then they returned home. The people heard that they had been married. They were surprized. Carl had much land which was very good, and often gave his wife many things. She was very proud of her husband because he was very industrious. He asked her if she wished to go along with him to visit their friends in the country? She told him that she could not go with him to visit them, for she was very busy. Carl was very mad at her and went away. He would never go to see his wife any more.

H. P. W.

Aged 17—born deaf—in school 3 years 2 months.

ABOUT A MAN AND A LEOPARD.

Formerly a man whose name was Henry, lived in his log-house in Africa. One day he went into his bed-room and lay in his bed. By and bye he fell fast asleep. While he was sleeping a leopard came out of the woods to his place. It tried to find his hens in a small coop. By and by, it found them in the coop, by smelling. It tried to catch them but it could not do so for it was all closed. It tried to break the coop with its long teeth and broke it in order to catch his hens. Then it caught one of his hens and ate it up. They cackled very loud. by and by he heard them cackling and suspected that a bad negro was going to steal several of his hens. He was very angry because the bad negro stole them. He got up from his bed and dressed himself. He opened the door of the log-house. He went and met a leopard but he was disappointed to find the leopard. It stared at him with its bright eyes for a long time. The man's hair stood up because he was very much frightened lest the leopard would catch and eat him up. He could not run away for he was very much frightened. By and by it was afraid of him and ran. He saw the leopard running in the wood and ran as fast as he could run into his house. He was very glad that the leopard did not catch him.

NANCY.

Aged 18—deaf at 5 months—in school 3 years and 2 months.

ME A LITTLE GIRL.

Formerly in summer I lived in Pittsburgh. I was a bad child. I often gave a great deal of trouble to my mother. One day, while my mother was gone, I went to a basket of tomatoes. I took some tomatoes and put them in my pocket. I went out into the yard and ate the tomatoes fast. By and by my mother came into the house. I saw her coming. I was afraid and ran

and put the tomatoes into the basket. I pretended that I was glad to see her. My mother suspected that I had stolen the tomatoes. She went to the basket of them. She saw the tomatoes were gone. She got a whip and whipped me severely. I have never given trouble to my mother since.

A. P.

Born deaf—aged 13—in school 3 years and 2 months.

ABOUT MYSELF.

A few years since, I was at home, I was an uneducated deaf and dumb boy. One morning my father told me to drive the cows. I put my hat upon my head, and ran up to a field, with my small dog. When I sent my dog to drive the cows, then my dog ran up to them. The dog barked at one of them, but the cow saw the dog, she kicked at him, and then they ran out of the field, and went into the barn-yard. I walked into my house, told my father that the cows were coming into the barn-yard now. My father took two tin pails, and went to the cows, and then he began to milk them till the pails were full of milk. He took the pails, and brought them to the spring-house, and put them on a large square stone. He went into the house, and took a basin full of water, and then he fetched it, put it on a small old bench. Then we commenced to wash our hands and faces. I took my comb out of my pocket, and combed my hair, and then we were sitting on the chairs. My father prayed to God, and then we ate the victuals. My father who had enough to eat, went to the stable, and then he put the harness upon the horses. My father led the horses to his sled, hitched the horses to the sled. Then I helped my father to put the plough upon the sled, and then my father told me to sit on it. Then he drove to a field, and he took the bar-rails out of the post-fence. I helped my father to put the plough down on the ground, and then he unhitched the horses from the sled and hitched them to the plough. Then he began to plough the ground, and I carried drinking-water to him frequently.

MARBLE.

Aged 15 years—born deaf—in school 3 years and 3 months.

ABOUT THE MURDER OF MY FATHER.

About ten years ago, I was at home, when I was an ignorant boy. My father whose name was Andrew, was a landlord, who had a large hotel in Johnstown, Pennsylvania. He loved to pray to *God* every night and morning. One night, I undressed myself and lay in my bed. My father conversed with my mother named Mary about some thing. A malicious man came to the door of the hotel and knocked at the door with his knuckles. My father opened the door and said to him "What do you want?" He said that he wanted to play with some men by gambling with cards. My father said to him "No sir, I do not permit gambling in my house." The bad man became very angry at my father and drew his long sharp knife. He charged upon my father and stabbed him in the lung and murdered him. My father fell down on the floor, but he did not die soon. My mother wept bitterly, and screamed. She kicked at the door and I felt a great noise. I got out of my bed and dressed myself in the bed-room. I came to my father and I was very much astonished to see my father bleeding out of his lung. I was very sorry and wept bitterly. The constables chased the murderer who killed my father and caught him. The judge sent him into the Johnstown Prison. My father laid down on the floor till the next morning. My father grew worse and worse and died. My mother was very much depressed in spirits. My mother bought a pretty coffin for him, and my friends and relatives came to see his dead body. They wept bitterly. After three days, the funeral procession went in order to the grave yard. He was interred in the grave. My friends and relatives went from the grave yard to their homes. I hope that my father is in heaven because he was a good christian. My mother was almost murdered by a bad robber, but I am very glad that she narrowly escaped from being murdered by the bad robber. The murderer of my father was hanged in the prison, because he murdered my father. In the year 1866, I came here in order to get an education. I always remember that my father was

murdered. I am a half orphan and I often explain to the boys about my father's untimely death. My mother lives at Johnstown, Cambria County, Pennsylvania. This is a true story.

MICHAEL.

Lost hearing at four years—in school 3 years and 3 months—aged 15 years.

RESPECTING MYSELF.

Before for the first time, I was instructed in this Institution, when I a resident of Wayne Co Pennsylvania was an ignorant little fellow; for I could neither read nor write my name nor any of the words, I in my tenth year went out of the house into a shop and found some pieces of nice boards lying on the floor among the shavings and I had a knife which I borrowed from my father and I gladly opened the large blade of the knife with which I made a small wagon but it looked not very nice and it soon broke in a few days while I was drawing it in the garden, then again I made another for several days. Then I built a small barn which somewhat resembled the large barn of my fathers and a little harrow and a cross-bow till I improved in making the things well. I will tell you what once I had made of real things. In the winter, it snowed to the depth of ten inches. I was desirous of making sleds for there was no sled for me to draw on the snow. So I got some pieces of pine boards into which I made two sleds one attached to the other and each measured about two feet in length and eighteen inches in width. They looked very nice and were so strong that more than ten men could stand on them without breaking them. I felt very proud on account of my skill when my brother said that the sleds looked nice while I was drawing them on the snow by the house. I used these sleds to draw into the woods over a pond which was covered with thick ice to bring the old barks home several times. During the late vacation, I went home by

a railroad to visit my folks. I went into the barn after I had staid at home for a few days when the hay was obliged to be mowed in July and I saw two sleds which were not entirely destroyed and I recollected that I had made them four years ago and said so to my brothers and two of my brothers are accustomed to draw these sleds now instead of me because I am engaged in learning to read and write at the school. In the summer I was called by my father to help him in building a barn. On the top of the barn, I stood by a beam nailing the boards and I made the shingles on the roof very well for several weeks, when we had completely made the building, we erected a new house for him. Once I fell down from the roof while I was shingling in the absence of my father upon a board instead of the stones and was unhurt. If I had fallen upon the stones, I would have been injured in my opinion. I thought that I was a good carpenter and the next fall in the year 1865 I was taken to the Deaf & Dumb Institution by my father. What trade had I better to work. I think I would be a carpenter after I leave here—The End.

WILLIAM.

Lost hearing at 15 months—four years under instruction—seventeen years old.

ABOUT A THRESHING MACHINE.

During the late vacation, after arriving at home in safety without any accident, I was obliged to assist my two brothers, one of whom is a deaf mute named Robert whose nickname is Bob and our speaking brother's name is Edward whose nickname is Ed or Eddy or Ted or Teddy or Ned or Neddy in working on the farm. After hauling the rye, oats and hay crops into the barn which was almost full of them, Robert commenced plowing down the field for rye as the farmers in the country do in their fields for rye and wheat every autumn. As he was ploughing in

the field, I and Eddy threshed the rye with two flails belonging to him and Bob but not to me. For this purpose, Robert would sow the rye seeds in the field after he would have done ploughing. In the afternoon, about 2 o'clock a man whose christian name is Leander on entering the barn, told Eddy that he wanted to talk with Robert and accordingly Neddy told me to go and tell Robert to come and see Leander. I did so, and Robert stopped ploughing and went into the barn, Leander talking to him about threshing the rye and oats with the machine. Robert who thought it better to hire him and the machine, came to the conclusion that he said in the affirmative and then Leander being glad, came and brought the threshing machine into the barn. After unchaining the team of his horses off from the plough, Robert mounting one of them, rode towards the shed when he unharnessed and placed the harness on the hooks and then let the mares go into the pasture in order that they might feed on the grass in the vicinity of the barn. On fixing the machine on the floor, Eddy took the oats and rye sheaves and dropped them down upon the floor, and I, Robert and Leander piled the sheaves upon the floor in order that we might thresh them in the machine, as the horses belonging to Leander who operated the machine, were walking on the planks while these planks were rolling for some days until we had completed threshing the sheaves in the machine. Then we made a heap of the grains against the wall and swept the floor and after doing this, we placed the fanning mill on the floor to clean the grain. We had done measured more than one hundred bushels of oats and Robert gave Leander more than seven bushels for the reason that he had hired him and his threshing machine but we did not measure the other oats which lay on the floor for several days and then Robert and Edward in my opinion had measured the oats in all but I have forgotten how many bushels of rye my brother had measured. The End.

ALEXANDER.

Born deaf—under instruction four years—seventeen years old.